



**Head Teacher: Mrs E.S. McLean BA (Hons), PGCE, NPQH**  
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**Facebook Group:** Pattishall CE Primary Virtual Playground

Tuesday 31<sup>st</sup> September 2023

Dear families,

I am delighted to share with you our most recent Ofsted report. Following a full, graded inspection, we are a good provider!

In our covering letter, the Lead Inspector says that there are strict guidelines over word counts, so the report simply cannot reflect everything that was seen and discussed over the two days that they were with us.

Fortunately, we had several in-depth meetings with the inspectors where we took verbatim notes (hence why they might not flow very well!). The highlights of which are included below, as they did not feature in the report:

Quality of Education	Assessment is strong in maths and phonics. Four 'deep dives' (Geography, Maths, Phonics/Reading and RE) were consistent. Matched to the National Curriculum and fully sequenced. Evidence of referring back to prior knowledge. Consistency of teacher's subject knowledge, vocabulary and key questions observed in lessons. Further observations of PE and two art lessons: Secure subject knowledge seen with really clear and purposeful activities
Phonics / Reading	Reading has been prioritised since the last inspection and consistency seen. All staff trained – which shows the priority. Books are well matched, and interventions are in place. Reading through the school is prioritised with Book Nooks, Library, ERIS, Lexplore Lessons did reflect what the leaders had said. All elements of RWI evident; children knew the RWI 'speak'. Early Years continuous provision was well selected to match sounds.
Geography	Bespoke curriculum built by Leaders for Pattishall. Structured through 'areas' with consideration of important knowledge. Vision is in the curriculum - leave us knowing that they can change the world... One-page plans show key knowledge with vocabulary evident and links to prior knowledge and knowledge to come. Accessible to all – adaptations seen. There was enthusiasm and good subject knowledge seen in the teachers; clear thought had gone into the planning of activities.
Maths	Whitewire is used effectively with flexibility.





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	<p>Leaders have created their own documents to support the scheme with clear pathways of progression.          Teachers are delivering the planned curriculum with high ambition.          Key vocabulary was evident, focussed on and picked up on.          Activities are appropriate with good adaptations.          Pre/post assessments used to adapt teaching and interventions.          PUMA helps to spot trends across the school as well as individual gaps.          Maths is strong.</p>
Religious Education	<p>Same story as Maths in terms of mapping.          Staff have worked really hard to create clear documentation; they are set up for assessment.          There is evidence of scaffolding – different ways of recording e.g. practical / discussion which is good for children with SEND.          Lessons were lovely - good implementation.          Sensitive with beautiful comments from the children. In EYFS a child said that everyone is special, when sharing their rockets and stars.          Children spoken to in lessons could articulate the importance of RE and learning about world faiths.</p>
Provision for children with additional needs	<p>SEND Leadership is really strong. Provision for children with SEND is a real strength of the school. The adaptations around school are subtle and could be missed as the school have worked hard to personalise adaptations, including using technology and concrete resources.          TAs are deployed effectively. They are well skilled and trained, providing good impact. They are supportive but know when to step back. TAs are well involved with learning plans.          Children with SEND appreciated the support that they get, including ELSA support.</p>
Behaviour and Attitudes	<p>High expectations. Well-behaved, courteous and care for each other.          There are lots of initiatives around attendance, which are having excellent impact in reducing Persistent Absence from 21% to 8%. Lots of positivity.          Children are safe and happy.          There are no concerns around bullying. Children are positive about school.</p>
Personal Development	<p>The children's knowledge of the British Values and 9 Protected Characteristics are very strong.          There is a range of support for developing character: School council, buddies, nurturing ethos. Wide range of clubs on offer – considerate of different interest and need.          Leaders are passionate about inclusivity. Diversity is a driver and there has been clear consideration of context as seen in the text spine and books chosen.          Personal development is strong.</p>
Early Years	<p>The Leader is really passionate, knowledgeable and skilled. The environment is lovely. It is inclusive and upholds the school's main driver.          The Leader works really hard with transitions, which is commendable. Hats off to the school Leadership for facilitating this.          Buddies and communications with parents is great. Inspectors loved the rockets and stars and the home learning journal.          Long term planning is clear. There are key texts chosen that show the priority of reading.</p>
Leadership	<p>Well-articulated vision around what the school provides for children. Good curriculum, beyond academic. Staff are well-</p>





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	<p>supported. 100% think school is well-lead. Stakeholders are very positive.          Continuing Professional Development for staff is both individualised and part of whole school development. An outward facing school – part of a wider community.          Really considers the pupils in receipt of the pupil premium as individuals. Addresses unique barriers using assessment data. Sharp in measuring impact. Reporting to Governors is strong. Attendance is high. With lower attendance improving. Leaders are not complacent and build positive relationships. Funding is used for enrichment.          Parent surveys were strong. Parents are on board. One parent described the school as 'phenomenal'.          Governors are really strong. Wide range of skills and a drive for improvement. They are committed and understand their role. Provide support to drive the school forward.          Safeguarding is really strong. A good team of people. Well trained. Tight record keeping. All staff support that.</p>
<p>Comments from parents</p>	<p>The school provides support above and beyond. Staff celebrate them small and big wins. Impressed and happy with everything the school has done for us. Couldn't ask for more. Confident dropping them off every day, well-nurtured, safe and encouraged to do the best. Every member of staff has the interest of my child at heart. Welcoming, warm and strong emphasis on wellbeing. Parents are well-connected and equipped to support their children with their learning. Couldn't recommend the school highly enough.</p>

My favourite thing to do is to show off our school to visitors as I am incredibly proud of what we do here. I felt that the inspectors took time to get to know us and were able to find evidence of everything that is good about us with ease. The result is fair and the areas for development are ones that we are pleased with!

I'd like to thank the whole team - staff, governors, volunteers - for their ongoing dedication and support, as we weren't developing the curriculum for Ofsted, we were doing it for the children and will continue to do so.

I'd also like to say a huge well done and thank you to the children who work so hard every day and are making excellent progress.

With kindest regards,





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Emma McLean

Head Teacher

